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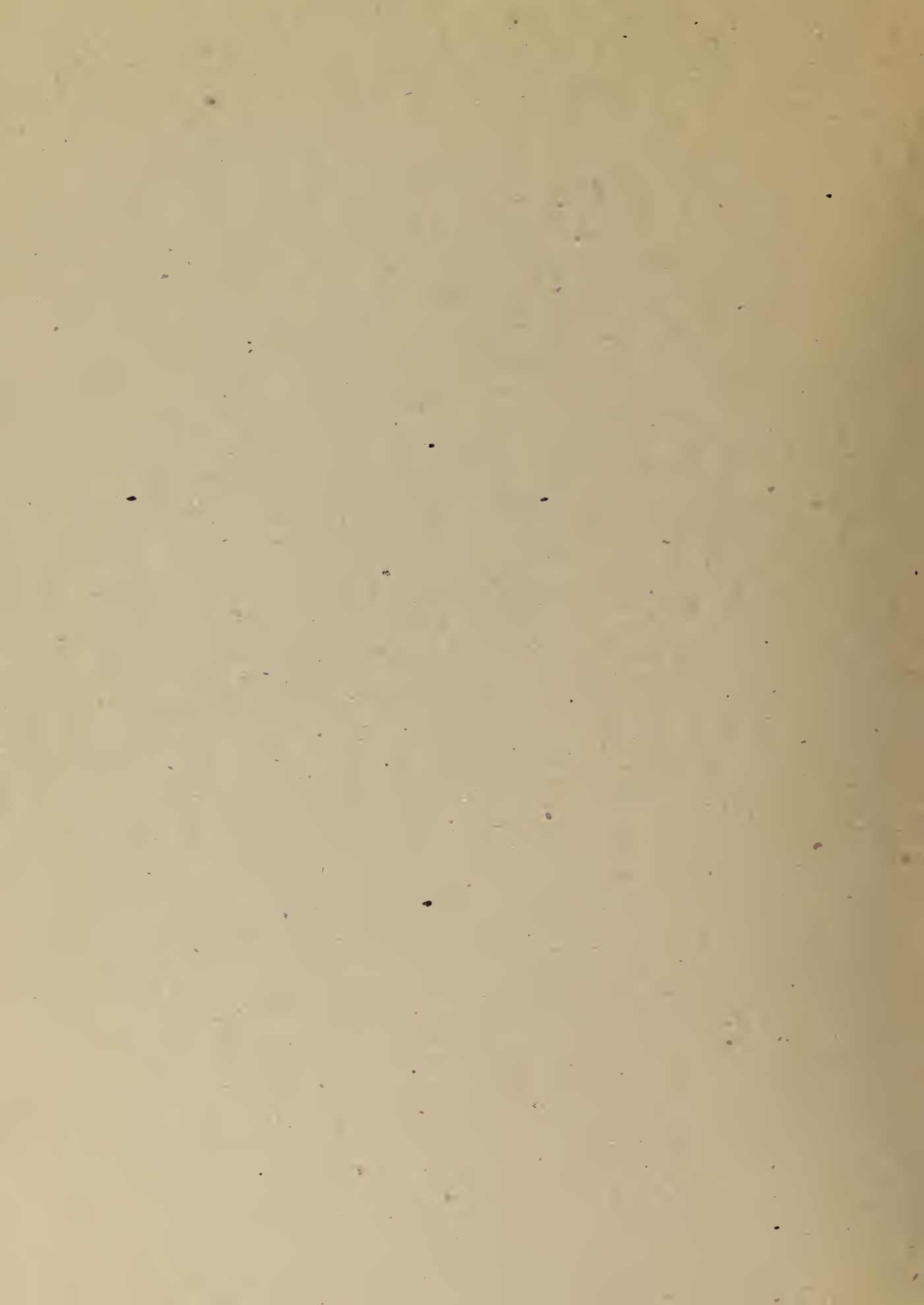
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**CURRICULUM GUIDE**

**EDUCATION  
CURRICULUM**

# **Curriculum Guide**

**for**

## **HOME ROOM GUIDANCE**

**Grades VII and VIII**



**PROVINCE OF ALBERTA  
DEPARTMENT OF EDUCATION**

**SEPTEMBER, 1962**

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# Acknowledgment

The Department of Education acknowledges with appreciation the contributions of the following members to the preparation of this Curriculum Guide for Home Room Guidance, Grades VII and VIII. The guide has been prepared by the Subcommittee on Guidance under the direction of the Junior High School Curriculum Committee.

## Junior High School Curriculum Committee, as of 1961-62

*Mr. M. L. Watts, Director of Curriculum, (Chairman)*  
*Mr. A. A. Aldridge, Supervisor of Guidance.*  
*Mr. A. M. Arbeau, Edmonton Separate School Board, Edmonton*  
*Dr. T. G. Finn, Faculty of Education, University of Alberta, Calgary*  
*Mr. S. W. Hooper, Superintendent of Schools, Olds*  
*Miss A. B. MacFarlane, Supervisor of Home Economics*  
*Mr. O. Massing, High School Curriculum Assistant*  
*Mr. L. J. MacKenzie, Alberta Teachers' Association, Lethbridge*  
*Mr. H. E. Panabaker, Calgary Public School Board, Calgary*  
*Mrs. W. B. Parsons, Alberta School Trustees' Association, Red Deer*  
*Mr. R. P. Plaxton, Alberta Teachers' Association, Calgary*  
*Mr. R. E. Shaul, Edmonton Public School Board, Edmonton*  
*Mrs. J. Shedden, Home and School Association, Edmonton*  
*Mr. J. F. Swan, Superintendent of Schools, Edmonton*  
*Mr. N. M. Purvis, Associate Director of Curriculum, (Secretary)*

## Subcommittee on Guidance

*Mr. A. A. Aldridge, Supervisor of Guidance, Department of Education (Chairman)*  
*Mr. J. B. Davies, Guidance Counsellor Donnan Junior High School, Edmonton*  
*Mr. J. W. James, Assistant Superintendent, Calgary Public School Board, Calgary*  
*Mrs. A. Krahulec, Guidance Counsellor, McCauley School, Edmonton*  
*Mr. I. Mallett, Guidance Counsellor, Salisbury School, South Edmonton*  
*Mr. L. J. McKenzie, Guidance Counsellor, Gilbert Paterson Junior High School, Lethbridge*  
*Mrs. A. Rabjohn, Guidance Counsellor, Viscount Bennett High School, Calgary*  
*Mr. W. H. Unruh, Edmonton*  
*Mr. G. L. Peers, Assistant Supervisor of Guidance, Department of Education, (Secretary)*

# INTRODUCTORY NOTE

A home room guidance program should provide the opportunity for students to consider topics that relate to their mutual experience in and around the school. An examination of such topics should result in more adequate understanding of the role that each student can play in finding the answers to questions of common concern. What are the purposes of student government and how well are these purposes achieved? How can a student make his best contribution to the student union? What school activities make a contribution to the life of the student? Are there any new ideas on study methods and techniques that in application have practical value? Why does the school have regulations and how necessary are these? Relevant topics are found in the outlines that follow.

The content offered for each grade contains more material than can be covered in the time available. Each home room group should use that which seems most suitable to its needs and encourage student participation in selecting topics and planning a satisfactory approach.

The Grade VIII outline, particularly, has a wider range of topics, and care must be exercised in selecting those that seem most pertinent to the particular class.

Benefit might result if all the teachers in a school responsible for the home room program meet on occasion to compare methods used and the results obtained.

If the home room program is introduced it can well result in easing the counsellor's load, since many questions will be answered that might otherwise be posed to him.

## References

No primary references or texts are prescribed for either the Grade VII or Grade VIII Home Room programs but teacher and students may find material of some value in the following books and chapters:

*About Growing Up*: National Forum Inc.,

Grade VII Section I —Chapters 1, 3, 12

Section II —Chapters 8, 12, 17

Section III—Chapter 13

Section IV—Chapters 4, 5

Section V—Chapter 7

*Being Teen-Agers*: National Forum Inc.,

Grade VIII Section I —Chapter 24

Section II —Chapters 14, 15

These books are available for use in many schools.

As well, the booklet, *Our Provincial Government*, contains useful material for the section of the Grade VIII course devoted to a discussion of education in Alberta. The annual report of the Department of Education, the School Act, and the Junior High School Handbook will also prove helpful.

The booklet, *Study Your Way Through School*, Gerken, (Thomas Nelson & Sons, Toronto) has some suggestions about approach to study that will encourage examination and discussion.





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# HOME ROOM GUIDANCE

## COURSE OUTLINE FOR GRADE VII

### Section I—ORIENTATION

*Time Allotment:* Three to five periods.

*References:* See Introductory Note.

#### Objectives:

1. To help students to become acquainted with their new school environment.
2. To introduce students to the junior high school program.
3. To provide an atmosphere in which students co-operate willingly and cheerfully with each other and with the teacher so that maximum benefit will result from school experiences.

#### Content:

##### A. *School Routines*

1. History of the school.
2. Differences between elementary and junior high school—size, new friends, new teachers, period organization movement from room to room, freer movement in the halls, increased student responsibility, different report cards, special rooms, new subjects, new rules, home room periods, more school activities.
3. The daily schedule—daily timetable, intermissions, bells and special signals.

##### B. *The Geography of the School*

1. General plan of the school.
2. The numbering system of the rooms.
3. The number of floors.
4. The location of fire alarms, exits.
5. The location of special areas—library, lunchrooms, lost and found, nurse's office, mail office, principal's office, counsellors' offices, gymnasium.

##### C. *General Objectives of the Grade VII Program*

1. To provide for further development and integration of the basic skills and learnings acquired in the elementary grades.
2. To present opportunities for exploring new subjects according to special interests.
3. To provide growth in the qualities of good citizenship.
4. To foster an appreciation of our cultural heritage.
5. To develop suitable recreational and leisure time activities.

#### Teaching Suggestions

See Chapter I, *Junior High School Handbook*

#### D. *The Home Room*

1. The organization of a home room government.
2. Home room courtesies and duties.
  - (a) committee work for room cleanliness.
  - (b) the keeping of an assignment board.
  - (c) reception of visitors and substitute teachers.
  - (d) reception of new students.
  - (e) observance of class rules.

#### Teaching Suggestions

1. In the home room various offices might be filled in rotation so that each student acquires experience.
2. Home room periods provide good opportunities for correlation with aspects of social studies and language.

#### Section II—STUDENT BEHAVIOR

*Time Allotment:* Four to six periods.

*References:* See Introductory Note.

#### Objectives:

1. To help students judge their actions in terms of sound living standards, based upon self-discipline.
2. To help students realize that good manners are the key to desirable behavior.

#### Content:

##### A. *School Regulations*

1. Rules are required for getting along with others.
  - (a) at home,
  - (b) on streets or roads,
  - (c) at school.
2. General school rules.
  - (a) absence, attendance, tardiness, early dismissal
  - (b) dress
  - (c) lost and found
  - (d) detentions
  - (e) traffic regulations
  - (f) fire drill
  - (g) lockers
  - (h) library
  - (i) medical services
  - (j) lunch room
3. Classroom regulations.
  - (a) assignments,
  - (b) class participation.

### B. *Desirable Behavior*

1. Good manners are the key to desirable behavior.
2. The Golden Rule establishes a general rule for desirable behavior.
3. What kind of behavior is to be admired?
4. What kind of behavior is not generally acceptable?
5. Should one care how one's behavior affects others? Why?

### C. *Good School Relationships*

1. How does one make friends?
  - (a) by being pleasant and interested in others,
  - (b) by saying "Hello" or "Good Morning",
  - (c) by beginning the conversation,
  - (d) by including others in one's group.
2. Why is friendship important?
3. What are the qualities which make for friendship?

## Teaching Suggestions

The class might select from the following list the topics they would like to pursue:

1. Making introductions
2. Telephoning
3. Leave-taking
4. Thanking a host and hostess
5. Greeting people
6. Making and accepting verbal invitations
7. Behavior on buses.

## Section III—STUDENT GOVERNMENT

*Time Allotment:* Four to six periods.

*References:* See Introductory Note.

### Objectives:

1. To provide an opportunity for students to become familiar with principles of democratic government.
2. To help students become familiar with the student government of the school.

### Content:

#### A. *The Purposes of Student Government*

1. Purposes of the student government in the school:
  - (a) to accept the delegation of certain responsibilities by the principal to student groups.
  - (b) to direct the student government organization.
  - (c) to co-operate with sponsors and senior officers of the different groups within the school.
2. The duties of the student body:
  - (a) responsible choices of candidates and officers.
  - (b) continued support of the elected group.
  - (c) individual co-operation for the good of the group.



B. *The Nature and Operation of Student Government*

1. Duties and responsibilities of the elected officers.
2. Interpretation of the constitution. Election procedures.
3. Relationship between the home room and the executive.
4. Preparation of briefs for presentation to council.
5. Chain of authority.
6. Suggestions for worthwhile projects by the students.

C. *The Business Meeting*

- |                           |                                |
|---------------------------|--------------------------------|
| 1. Duties of the officers | 4. Addressing the chair        |
| 2. Opening a meeting      | 5. Making decisions by motions |
| 3. Recording minutes      | 6. Closing a meeting.          |

Section IV—**SCHOOL PROGRESS**

*Time Allotment:* Five to eight periods.

*References:* See Introductory Note.

**Objectives:**

1. To help students understand and evaluate their own achievement in school.
2. To help students make good use of their study time.
3. To aid students to develop good study habits.

**Content:**

A. *The Report Card*

1. What do examinations measure?
  - (a) knowledge of the subject.
  - (b) progress in relation to others.
2. Purpose of the report card.
  - (a) information to parents.
  - (b) information to student.
  - (c) development of achievement record.

B. *Understanding the Report Card*

1. What letter grades and symbols convey?
  - (a) what do the symbols used in marking work habits and citizenship mean?
  - (b) what is the meaning of the achievement letter grades?
  - (c) why is attitude to work so important to school progress?
2. What danger signals may a report card contain?

(a) low marks	(d) tardiness
(b) poor citizenship	(e) irregular attendance
(c) poor work habits	

### C. Desirable Habits of Work and Study

1. The importance of good study conditions.
2. The importance of regular school attendance.
3. The organization and division of notebooks for the variety of subjects taken.
4. The value of an assignment book.
5. The student's study timetable.
6. The importance of understanding the assignment.
7. The self-questioning attitude—testing oneself on the material studied.
8. The importance of regular review.

### Teaching Suggestions

1. Many good suggestions or studying can be found in *Study Your Way Through School*, by Gerken.
2. A study inventory, such as the one below, might be developed by the class.

### STUDY INVENTORY

#### Directions:

- I. Rate yourself according to the following scale:

Most frequently	5 points
Sometimes	3 points
Rarely	1 point
Never	0 points

- II. A mark of 30 is satisfactory; over 40 is commendable.

	Never	Rarely	Sometimes	Most Frequently	Total
1. My home study is done in the same place each day.					
2. My home study is done at approximately the same time each day.					
3. Before I start to study I check to see that I have all materials ready for use.					
4. I remove all possible distractions.					
5. I set a fairly definite time for study each day.					
6. I make an attempt to fully understand my assignments.					
7. I make every effort to keep my mind on my work.					
8. I summarize my lessons each day.					
9. I review the lessons previously learned.					
10. I study without my parents having to force me.					
<b>TOTAL SCORE</b>					

- III. An effective daily schedule such as the one listed below might help students to make most effective use of their time.

## Rising Hour

## Retiring Hour

Date \_\_\_\_\_

[illegible]

## SUMMARY OF DAY

Activity	Number of hours
Number of hours of sleep	8
Number of hours recreation, exercise and rest	2
Number of hours in employment or household duties	1
Number of hours taken for meals	1
Number of hours in class	1
Number of hours of study	1
Number of hours for other activities	1

## Section V—EXTRA-CURRICULAR ACTIVITIES

*Time Allotment:* Five to eight periods

*References:* See Introductory Note.

### Objectives:

1. To help students understand the value of a broad educational program.
2. To encourage students to realize the value of participation in athletic and social activities.

### Content:

### A. Planning Extra-Curricular Activities

1. The difference between curricular and extra-curricular activities:
  - (a) curricular includes all school classes and home study, whereas extra-curricular activities are done when one is free to choose his own activity.
  - (b) students must accept the curricular program but very largely determine their own extra-curricular activities.
  - (c) curricular activities help the student understand his environment and prepare for a vocation. Extra-curricular activities assist in developing the potentialities within the person and also provide employment.



2. Time for extra-curricular activities should be budgeted.
  - (a) too much time spent on one activity results in some other activities suffering.
  - (b) extra-curricular activities should not be permitted to demand an unfair proportion of a student's time and effort.
  - (c) a balance is achieved when a student takes part in profitable activities of several types without over or under emphasizing any.

#### **B. Possible Extra-Curricular Activities**

1. Athletic activities
2. Science club
3. Dramatics club
4. School paper
5. Glee club

#### **C. Leisure-Time Activities**

1. A balanced program has activities of many types. Name several activities:-
  - (a) which can be done alone,
  - (b) which must be shared with others,
  - (c) which will help with school work,
  - (d) which help one to learn about other places,
  - (e) in which one can excel.
2. One should carefully plan one's leisure time in order to gain the greatest degree of satisfaction and pleasure.

#### **D. Hobbies**

1. Many students have hobbies which can lead to worthwhile leisure-time activities.
2. A hobby display and oral reports can stimulate interest in this area and have educational value.
3. An outline will help the student organize his report:
  - (a) what is the name of the hobby?
  - (b) how long have you been interested in it?
  - (c) how did you become interested?
  - (d) what materials and equipment are you using?

# HOME ROOM GUIDANCE

## COURSE OUTLINE FOR GRADE VIII

### Section I—ACCEPTING INCREASED RESPONSIBILITY

*Time Allotment:* Four to six periods.

*References:* See Introductory Note.

#### Objectives:

To assist the pupils to recognize that:

1. new privileges are granted them as a Grade VIII class, and
2. these privileges are accompanied by increased responsibilities which will help them to grow toward adulthood.

#### Content:

##### A. *Accepting New Privileges and Responsibilities*

1. Increased responsibility for their actions:
  - (a) satisfactory behavior
  - (b) maximum achievement
  - (c) welfare of others
  - (d) school tone
2. How it may be achieved.

##### B. *Accepting Responsibility for Self-Development*

1. Accepting responsibility for one's behavior.
2. Choosing wisely from extra-curricular activities.
3. Strengthening weak subjects.
4. Accepting assistance: counselling services.
5. Discussing problems with parents and teachers.

##### C. *School Citizenship*

1. Purpose of school regulations.
2. Unwritten laws
  - (a) what they are: a suitable list
  - (b) why they are not prescribed
    - i. responsibility for one's actions is expected of young people and adults.
    - ii. confidence in the maturity of the individual encourages the belief that he will act sensibly.
    - iii. growing toward adulthood requires increasingly more control. Age is a factor in determining behavior.

##### D. *Responsibility to School Authority*

1. Leadership is assigned to those willing to make decisions.
2. Co-operation an aid to success.
3. Need for self-discipline.

## Teaching Suggestions

1. The counsellor or principal might be asked to discuss the purposes of counselling services and other sources of information for guidance.
2. Pupils might study biographies to encourage discussion of the contribution made by the subjects, for example biographies of Albert Schweitzer, Sister Kenny, Albert Einstein.
3. Through discussion a checklist of acceptable behavior might be constructed by the class and compared with observed behavior in the school.
4. The discussion on the responsibility to school authority might be developed as an analogy to a team or as a comparison of the school to the larger units of local government.

## Section II—IMPROVING SCHOOL ACHIEVEMENT

*Time Allotment:* Six to eight periods.

It is recommended that this be taken immediately following issuance of the year's first report card.

*References:* See Introductory Note.

### Objectives:

1. To assist students in evaluating their school progress.
2. To assist students and teachers in identifying learning difficulties.
3. To assist students in planning and carrying out appropriate changes in learning methods.

### Content:

#### A. Progress Report

Note: Though some of this material may have been discussed in Grade VII its treatment here is somewhat more comprehensive and emphasizes the increased ability of the Grade VIII student to analyze the reasons why evaluation of effort is significant.

1. Why a report of student progress is important:
  - (a) for the information of the student as a basis for self-improvement and future planning.
  - (b) for the information of the parents or guardians so that they can help the student.
  - (c) for the information of the officials of other educational and training institutions, to enable them to assess the students' capabilities, and to arrange placement and courses.
  - (d) for the information of future employers to assist in assessing capabilities, and in making a satisfactory job placement, and in carrying out appropriate career planning.
2. How the report card marks are determined:
  - (a) from the scores earned on tests of various kinds; standardized, system or province-wide, teacher-made.
  - (b) from ratings given by teachers for assignments: homework, projects, essays, reports, notes, class participation.
  - (c) weighing of the various factors involved: school policy in this regard.
3. What the report card marks mean.
  - (a) if assigned in terms of letter-grades:
    - i. are class or grade comparisons involved?
    - ii. what percentage of students earn each letter-grade?
  - (b) if assigned in terms of percentage:
    - i what is the class average? grade average?
    - ii. what is the significance of differences in class averages?
  - (c) if assigned in terms of class standing:
    - i. what is the meaning of rank-order? percentiles? deciles? quartiles?
  - (d) advantages of each of these grading methods.



4. How work habits, personality, and character ratings are determined, and their significance.
  - (a) what does each evaluative term mean?
  - (b) what are the rating standards used?
  - (c) how are the ratings of different teachers reconciled?
  - (d) what is a good rating? a poor rating?
  - (e) how can poor ratings be improved?
5. Attendance and promptness.
  - (a) why is the school concerned about these?
    - i. welfare of the child
    - ii. legal requirements
  - (b) when is absence justifiable?
  - (c) review the proper procedures to be followed when a student is late, or returns from an absence.

#### B. *Survey of Pupil Difficulties and Present Learning Techniques*

A suggested approach is given on the pages following this section.

1. Collecting the data.
2. Analysing the data.
3. Follow-up.

#### C. *Self-Improvement*

1. Matching of reported learning difficulties in each subject with useful learning techniques reported by other students.
2. Application of reported learning techniques.
3. Discussion of learning problems with the subject-teacher.
4. Committee reports on:
  - (a) good study conditions
  - (b) how to increase one's interest in a subject
  - (c) principles of note making
  - (d) picking out what is important
  - (e) outlining
  - (f) summarizing
  - (g) study-type reading
  - (h) principles of effective review
  - (i) planning your time
  - (j) keeping up with assignments
5. A study inventory might be administered, scored, and discussed.

Given below is an example of a study inventory, which each student may be asked to complete.

### STUDY INVENTORY

(Adapted from the British Columbia Junior High School Guidance Program, 1960)

Check your reaction to each item.

Give yourself 6 points for "usually", 3 points for "sometimes", and 0 for "rarely".

A mark above 45 on your score is satisfactory, while over 75 is commendable.

Perfect score in this check-list is 96.

Items	Rarely	Sometimes	Usually
1. Have materials ready for study.			
2. Remove possible distractions.			
3. Study in the same place.			
4. Study at the same time.			
5. Set a fairly definite time for each lesson.			
6. Plan to cover a certain section in each study session.			
7. Time my work in each session.			
8. Understand the assignment.			
9. Keep my mind on the work.			
10. Search for the main ideas.			
11. Underline the main idea as I read.			
12. Recite to myself as I study.			
13. Ask and answer questions as I read.			
14. Summarize some material.			
15. Review material previously learned.			
16. Work without being required to do so.			
TOTAL SCORE			

### Teaching Suggestions

Suggested Approach: Survey of Pupil Difficulties and Present Learning Techniques.

Caution: If this method is to be used, it would be advisable to discuss it thoroughly with other staff members and the principal as some will undoubtedly describe difficulties which may imply a criticism of teaching methods. If useful results are to accrue the students must be encouraged to describe their learning difficulties.

### Procedure:

A. *Collecting the data.* (This phase of the survey will require at least one class period completely free of distractions and interruptions.)

1. Give each pupil a sheet of foolscap or a specially-prepared mimeographed sheet.
2. Have each pupil identify himself by name and class.
3. Rule the sheet vertically into two columns headed "Useful Study Techniques" and "Learning Difficulties".
4. Rule the sheet horizontally into a number of blocks, one for each subject that is to be considered i.e. all subjects, the academic subjects only, or certain selected subjects. Title each block.

5. Give directions for completing the survey form. The following is quite adequate for a survey of academic subjects: "There are special ways of learning each school subject, and there are also different kinds of learning difficulties that students may encounter in each subject.

In the left-hand column of the sheet you have been given, describe briefly any method or technique you have found to be helpful in studying each subject listed. In the right-hand column indicate learning difficulties which you have not overcome as yet. Be as specific and definite as possible."

6. Have pupils hand in the completed survey forms.

#### *B. Analyzing the data*

1. The teacher, perhaps with the help of a committee of students, should summarize the study techniques and difficulties reported by class members. A number of commonly used techniques will be obtained. Each should be fully described, with examples cited by students. Choice in terms of language should follow that used by students.
2. The students and teachers concerned might each be furnished with a copy of both summaries, that on study techniques summary, and the problems' summary.
3. In meetings with other staff members, who teach the class, the causes of the learning difficulties reported in each subject might be discussed and appropriate remedial action by teachers decided upon.

The principal as well as available supervisory personnel might well participate in these meetings.

Similarly, the adequacy of the study methods reported by the students should be assessed by the staff, and desirable additions and alternatives set forth.

#### *C. Follow-up*

The discussions mentioned above might lead to appropriate action by the principal and staff to overcome reported learning difficulties which may be attributable to presentation to the students' lack of necessary skills, or to unsatisfactory study methods. Review or remedial classes would doubtless be of value or a special campaign might be undertaken to encourage pupils more actively to seek help when they encounter difficulties. In an effort to increase each pupil's understanding of useful study techniques, teachers might deliberately teach appropriate ways of learning the different kinds of material encountered in their subject-area.

### **Section III—OUR SCHOOLS**

*Time Allotment:* Six to ten periods.

#### **Objectives:**

1. To give the student a historical overview of the growth of Alberta's school systems.
2. To develop the concept that our school system is growing, developing, and changing as population grows, and as our way of life changes.
3. To develop the idea that our schools are provided by the people.
4. To foster the idea that school attendance is both a privilege and a responsibility.
5. To develop an understanding of the purposes and philosophy of our schools.
6. To develop the concept that it is in the best interest of all that citizens receive "free" schooling; and such other education and training as the individual may desire.
7. To draw to the attention of students that schools and their operation require large sums of money, provided by taxation.
8. To assist students in developing a self-concept so that a choice of high school program can be based on a reasonable understanding of one's interests, abilities, and opportunities.



## Content:

### A. *One Hundred Years of Education in the West*

1. Brief reference to early territorial schools, mission schools, fur company schools prior to 1890.
2. Development of rural schools after 1890.
  - (a) school lands set aside by law
  - (b) school districts formed
  - (c) the school section as a legacy from land settlement
3. Development of larger schools as population increased resulted in
  - (a) the consolidated schools
  - (b) elementary, junior high and senior high schools
  - (c) the large school division, 1936
  - (d) the county system
4. Development of special schools
  - (a) the University of Alberta, (1908)
  - (b) Church schools—Alberta College, Mount Royal, Camrose Lutheran, St. Joseph's Seminary, St. John's College, St. Anthony's College.
  - (c) Agricultural schools—Vermilion, Olds
  - (d) Provincial Institutes of Technology
    - i. Southern Alberta Institute
    - ii. Northern Alberta Institute
  - (e) The new vocational high schools
  - (f) Junior Colleges—Lethbridge and Camrose.

### B. *The Department of Education and its Work*

1. The B.N.A. Act and educational responsibilities.
2. Alberta Act of 1905 and the setting up of the Department of Education.
3. The School Act—the laws and regulations governing operation, administration, and financing of education.
4. Organization and operation of the Department of Education.
  - (a) elected officials
  - (b) Appointed officials such as:
    - i. Deputy Minister,
    - ii. Chief Superintendent,
    - iii. Director of Administration,
    - iv. Director of Curriculum,
    - v. Registrar,
    - vi. the School Superintendent.
  - (c) branches:
    - i. Examinations,
    - ii. Guidance,
    - iii. Audio-Visual Aids,
    - iv. School Broadcasts,
    - v. School Book Branch, etc.

5. Student responsibilities as laid down by the School Act.

#### C. *How Our Local School System Operates*

1. The local school authority, or board, or committee.
  - (a) its election
  - (b) duties
  - (c) tenure of office
2. The local school system (city, town, divisional, county).
  - (a) size in area
  - (b) location
  - (c) population
  - (d) types of schools
3. Operation of particular school in which class is located.
  - (a) the duties of the principal and staff
  - (b) types of courses offered, and grades taught
  - (c) philosophy of the school
4. Services offered within the school
  - (a) special personnel
    - i. counsellors
    - ii. supervisors
    - iii. special area teachers
  - (b) special services
    - i. health
    - ii. library
5. Student government
  - (a) its purposes and operation
  - (b) its value, limitations, possible ways of improvement

#### D. *Financing Public Education in Alberta Today*

1. The taxation principle.
  - (a) types of taxes
  - (b) mill rates
2. Government grants.
  - (a) source of money to the government of province
  - (b) amount of grants

#### E. *The Problem of Preventing Drop-Outs*

1. Causes of drop-outs before graduation.
2. Consequences of early drop-out.
3. Effects of dropping out on the individual and society.
4. Possible measures to prevent drop-out.

#### F. *A World-Wide Drive to End Illiteracy*

1. Illiteracy among the world's major nations.
  - (a) problem of removal of illiteracy
  - (b) reasons for removal
2. Value of public education.
3. Benefits of education to a nation.
4. Reasons for compulsory age regulation

#### *Reference Materials for Section III*

1. The Alberta School Act.
2. Annual Report of the Department of Education.
3. Curriculum Branch Newsletter #16, 1961.
4. *Our Provincial Government*—obtainable from School-Book Branch, Department of Education, 40c.

#### **Teaching Suggestions**

1. The topic on taxation might be correlated with the Grade VIII Mathematics and Social Studies courses.
2. Community resources should be used where this is feasible e.g. A representative of the school board might be invited to discuss the school board from stand point of its election, duties and responsibilities, composition.
3. The principal or other qualified resource person could be asked to discuss the operation of the local school.
4. A panel (on a suitable occasion) consisting of the superintendent, a school board member, the principal, school counsellor, and president of student union, could develop the unit on "How Our Local School System Operates."
5. In discussing the drop-out problem, the teacher might approach the topic by developing in the students an appreciation that a degree of realism is essential in selecting a high school program. In this way the point could be made that a happy student in a suitable program will rarely drop-out.

#### **Section IV—PLANNING AHEAD**

*Time Allotment:* Three to five periods.

#### **Objectives:**

1. To provide an introduction to occupational exploration so that students will develop a degree of awareness and interest in the variety of jobs in the world of work.
2. To encourage the realization that education plays an important part in job preparation.

#### **Content:**

Note: The treatment of this material should be of a general nature.

#### **A. *Industrial Visits and School Tours***

The most effective way to give information to students is to have them actually see people at work, either in a training capacity or on a job. Areas to be visited could include a tour of the district vocational school, a visit to the University or technical school during open house, a visit to the home of a master farmer, a trip to an agricultural school, an industrial visit.



## B. Vocational Programs

1. television,
2. films,
3. filmstrips.

## Teaching Suggestions

To be well conducted, a tour must be well planned. An outline similar to the one given below may be drawn up by the class. Each student can assume the responsibility of obtaining information for a section. A report can be prepared and kept on record for the information of succeeding classes that may not choose the same centre for a visit.

### 1. Points to Observe in Visits to Industry:

All these do not need to be observed by a Grade VIII class

#### (a) General organization of the plant from a personnel viewpoint:

- i. administration, including supervisory staff.
- ii. technical jobs requiring skilled personnel who are (1) trained on the job, or (2) possess the training before employment.
- iii. unskilled jobs, to include watchmen, custodial service, and people doing routine work for which no specific skills are required.

#### (b) Working conditions:

- i. measures for heating, lighting, air conditioning, and other measures affecting physical well being of employees.
- ii. arrangements for meals, coffee breaks, and so forth, if applicable.
- iii. social activities possible within the plant organization, to include sporting activities.
- iv. policy with respect to annual holidays, sick leave, medical and insurance benefits, pension and retirement plans.

#### (c) Description of jobs and job possibilities:

- i. nature of employment or engagement procedures.
- ii. opportunities for in-service training.
- iii. promotion policy and its application.
- iv. transfer from one job to another or from one plant to another plant.
- v. salary and wage levels, and changes permitted or accepted.

#### (d) General observations:

- i. general nature of career opportunities.
- ii. possibilities for plant expansion and increase in positional opportunities.
- iii. impressions received from visit as to employee attitudes and the desirability of the plant as a place to work.

### 2. Television programs and films:

#### (a) Contact the local TV stations for a schedule of vocational programs.

(b) Occupational filmstrips from the National Film Board can be obtained. There is a small cost for such filmstrips as: Motor Vehicle Mechanic, Nursing as a Career, Careers in Home Economics, Printing Trades, Plumber, Pipefitter and Steamfitter, Office Occupations.

(c) Films from the Department of Education can be shown. See listing of films in catalog of Audio-Visual Aids Branch, Department of Education, Edmonton.

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